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ABSTRACT

Intended for researchers and practitioners, this document annotates Dutch materials that were published during the period 1984 through 1986 and that are at least three pages long. The annotations appear in English. The annotations include descriptors drawn from the publisher's multilingual Training Thesaurus. Following the bibliography are the names and addresses of institutes that have a train-the-trainer's department; names and addresses of those with regular courses that train trainers as their main function; names and addresses of professional associations and support organizations; and descriptions of sample training programs, including their type of training, institution name, target group, aims, structure, and working methods. The document concludes with a publication announcement and a statement of publication policy of the document's publisher in English, French, and German. (CML)

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CEDEFOP Document

Training of trainers in the Netherlands

A documentation dossier

Summary Centre for the Development of Vocational Training

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Training of trainers in the Netherlands
A documentation dossier

's-Hertogenbosch
Pedagogisch Centrum Beroepsonderwijs Bedrijfsleven

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CEDEFOP-Introduction

This volume is one of a series of bibliographies/documentary dossiers on the theme of "Training of Trainers" prepared by the members of CEDEFOP's Documentary Information Network. More information on the network is contained in a note at the end of this volume. Dossiers/bibliographies on this theme are available for Belgium, Denmark, Germany, France, Ireland, the Netherlands and the United Kingdom.

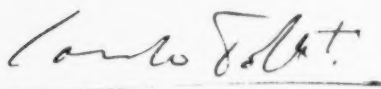
The purpose of these dossiers/bibliographies is to provide information to researchers and practitioners on what material is available on the subject and what the points of contact for further information in Member States, are. CEDEFOP does not have the resources to translate the material sent by members of the network and each volume is, therefore, in the language in which it was prepared. It should be noted, however, that the summaries/abstracts are provided in English, French or German, and that also for each publication mentioned there are descriptors, drawn from CEDEFOP's multi-lingual Training Thesaurus (the Thesaurus has already been published in English, French, German and Italian, while a Portuguese version has been completed, and Greek and Spanish versions are in preparation). Because of the length of some of the dossiers, they have not all been published in their entirety. In these cases, the omitted sections are listed in the table of contents and are available from CEDEFOP on request.

These bibliographies/dossiers are also seen as a support to CEDEFOP's on-going work on the theme "Training of Trainers". A brief description, together with an order form, of the first set of publications produced by CEDEFOP on the theme can be found at the end of this volume. CEDEFOP also assisted in the organisation of a conference in Athens on the theme in November 1985, and a detailed report on this conference in Greek has been published, while a summary in English is also available.

At the request of the European Commission, in 1986 CEDEFOP produced a working paper on the subject for the members of the Commission's Advisory Committee on Vocational Training. This paper is available in English, French and German. Further unpublished working documents available from CEDEFOP include "A European Training Manager - Background, Concept and Profile" (English and French), 1985, and "Training of Vocational Trainers in Denmark - Developments over the last three years" (Danish and English), 1985.

In continuing its work on the subject of "Training of Trainers", CEDEFOP has now launched a series of studies in connection with the training of trainers in six Member States, and results are expected in mid-1988.

Further information concerning these activities can be obtained from Mme. Fernanda Oliveira Reis, Herr Norbert Wollschläger or Mr. Michael Adams.



Corrado Politi
Deputy Director

Berlin
September 1987

Introduction

Cet ouvrage fait partie d'une série de bibliographies et de dossiers documentaires sur la "Formation des formateurs" préparés par les membres du réseau documentaire du CEDEFOP. De plus amples renseignements sur le réseau figurent dans une note, à la fin de ce volume. Les dossiers et bibliographies sur ce sujet sont disponibles pour la Belgique, le Danemark, la République fédérale d'Allemagne, la France, l'Irlande, les Pays-Bas et le Royaume-Uni.

Leur but est de faire connaître aux chercheurs le matériel disponible et de leur faire savoir où ils peuvent s'adresser dans les Etats membres pour obtenir de plus amples informations sur ce sujet. Le CEDEFOP n'a pas les moyens financiers de faire traduire les documents envoyés par les membres du réseau et chaque ouvrage existe par conséquent dans la langue dans laquelle il a été rédigé. Il faut cependant souligner que les résumés sont disponibles en anglais, français ou allemand et que pour toute publication mentionnée, il existe des descripteurs extraits du thesaurus multilingue de la formation du CEDEFOP (le thesaurus a déjà été publié en anglais, français, allemand, italien et portugais ; les versions grecque et espagnole sont en cours de rédaction). En raison de leur longueur, certains dossiers n'ont pas été publiés dans leur intégralité : les parties omises sont alors répertoriées dans la table des matières et disponibles sur demande au CEDEFOP.

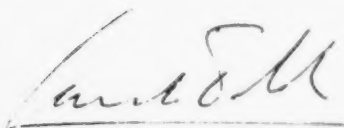
Ces bibliographies et dossiers servent aussi de supports aux travaux actuels du CEDEFOP sur la "Formation des formateurs". Une brève description des premières publications du CEDEFOP parues sur ce sujet se trouve à la fin de cet ouvrage, accompagnée d'un bon de commande. Le CEDEFOP a également participé à l'organisation d'une conférence réunie sur ce thème à Athènes, en novembre 1985; un compte rendu détaillé a été publié en grec et un résumé est disponible en anglais.

A la demande de la Commission européenne, le CEDEFOP a réalisé en 1986 un document de travail sur la "Formation des formateurs" destiné aux membres du Comité consultatif pour la formation professionnelle auprès de la Commission. Ce document existe en anglais, français et allemand. Parmi d'autres documents de travail non publiés et disponibles au CEDEFOP, il est possible de citer "Le responsable européen de la formation - Arrière-plan, concept et profil" (en anglais et en français), 1985 et "Training of vocational trainers in Denmark - Developments over the last three years" (en danois et en anglais), 1985.

Dans le cadre de ses travaux sur la "Formation des formateurs", le CEDEFOP a lancé une série d'études sur ce sujet dans six Etats membres et les résultats sont attendus pour juin 1988.

Il est possible d'obtenir de plus amples informations concernant ces activités auprès de Madame Fernanda Oliveira Reis et de Messieurs Norbert Wollschläger et Michael Adams.

Berlin, septembre 1987



Corrado Politi
Directeur adjoint

EINLEITUNG

Dieser Band gehört zu einer ganzen Reihe von Bibliographien und Dokumentationen zum Thema "Ausbildung der Ausbilder", die von den Partnern des CEDEFOP-Netzwerks der Dokumentationsdienste zusammengestellt worden sind. Zusätzliche Informationen über dieses Netzwerk finden sich in einer Anmerkung am Ende dieses Bandes. Es liegen Dossiers und Bibliographien zum Thema für die Länder Belgien, Dänemark, Deutschland, Frankreich, Irland, die Niederlande und das Vereinigte Königreich vor.

Diese Dokumentationen und Bibliographien sollen Forschung und Praxis darüber unterrichten, was für Material zum Thema vorliegt und wo Kontaktstellen für weitere Informationen in den Mitgliedstaaten zu finden sind. Das CEDEFOP verfügt nicht über die erforderlichen finanziellen Mittel, um das von den Partnern seines Netzwerks eingesandte Material zu übersetzen; deshalb stehen die einzelnen Bände jeweils nur in der Sprache zur Verfügung, in der sie verfaßt worden sind. Es ist jedoch darauf hinzuweisen, daß die Zusammenfassungen und Kurzzefereate auch in englischer, französischer oder deutscher Sprache zu haben sind und daß es für jede der genannten Veröffentlichungen Deskriptoren gibt, die dem mehrsprachigen CEDEFOP-"Thesaurus Berufsbildung" entnommen sind (der Thesaurus ist bereits in Englisch, Französisch, Deutsch und Italienisch erschienen, eine portugiesische Fassung ist bereits fertiggestellt, und griechische und spanische Versionen sind in Vorbereitung). Einige Dossiers konnten wegen ihres Umfangs nicht vollständig veröffentlicht werden. Die weggelassenen Teile wurden in diesen Fällen im Inhaltsverzeichnis aufgeführt und sind beim CEDEFOP auf Anfrage erhältlich.

Diese Bibliographien und Dokumentationen sollen außerdem dazu dienen, die weitere Arbeit des CEDEFOP zum Thema "Ausbildung der Ausbilder" zu unterstützen. Eine kurze Beschreibung des ersten Teils der vom CEDEFOP zum Thema herausgegebenen Veröffentlichungen findet sich zusammen mit einem Bestellformular am Ende dieses Bandes. Das CEDEFOP war darüber hinaus an der Ausrichtung einer Konferenz beteiligt, die im November 1985 in Griechenland zu diesem Thema stattgefunden hat; es wurde ein ausführlicher Konferenzbericht in griechischer Sprache veröffentlicht; ferner ist ein zusammenfassender Bericht in englischer Sprache erhältlich.

Auf Ersuchen der EG-Kommission verfaßte das CEDEFOP im Jahre 1986 für die Mitglieder ihres Beratenden Ausschusses für die Berufsausbildung zu diesem Thema ein Arbeitsdokument. Es ist in englischer, französischer und deutscher Sprache erhältlich. Unter anderen, unveröffentlichten Arbeitsdokumenten kann beim CEDEFOP die Broschüre "A European Training Manager - Background, Concept and Profile", 1985 (in englischer und französischer Sprache), und "Training of Vocational Trainers in Denmark - Developments over the last three years", 1985 (in dänischer und englischer Sprache), bezogen werden.

In Fortführung seiner Arbeit an dem Thema "Ausbildung der Ausbilder" hat das CEDEFOP inzwischen eine ganze Reihe von Untersuchungen in sechs Mitgliedstaaten begonnen; Ergebnisse werden für Mitte 1988 erwartet.

Weitere Informationen über diese Arbeit sind bei Frau Fernanda Oliveira Reis, Herrn Norbert Wollschläger oder Herrn Michael Adams erhältlich.



Corrado Politi

Stellvertretender Direktor

Berlin

September 1987

PREFACE

This documentation dossier was compiled at the request of CEDEFOP with a view to providing an up-to-date picture of initiatives and activities in the field of training for trainers in the Netherlands.

A short introduction concerning the compilation of the dossier is followed by a selected bibliography, addresses of training institutes and examples of training schemes run by institutes which are representative of the various categories.

I should like to thank Mr. Z. van Dun for his useful advice at the fact-finding stage of the study on which this dossier is based.

Pavla Siková

's-Hertogenbosch

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EXPLANATORY NOTES

Bibliography.

The titles included in the bibliography were selected on the basis of a number of criteria:

Included are documents, such as handbooks, monographs, reports and journal articles of (preferably) at least three pages.

In view of the speedy developments in this field only publications from the period 1984-1986 have been included, with the exception of some publications which are a few years older, but still have the same information value.

Institutes and training schemes.

In addition to the addresses of training institutes the names of the journals published by the institute are also given.

The training schemes included in this paper are a selection from the full range. The information (description of the training schemes) is obtainable on request, freely available, or given by permission of the institute concerned.

INTRODUCTION

Social and economic changes and rapid technological progress influence the employment situation: Knowledge becomes obsolete more rapidly, qualification and skill requirements change and a growing need arises for appropriate training for staff at all levels.

These developments are leading to changes in the education market as the range of training available becomes more extensive and varied. The training of capable trainers is of vital importance in such a situation.

In the Netherlands training courses for trainers fit into a very varied structure. As well as teacher training courses there are a number of private institutes and regular training courses. Training courses within industry form a separate group. Although the training courses are very different their programmes overlap to some extent. There is no clear dividing line between training courses in general and training courses for trainers.

This situation became very evident during the compilation of this dossier, with regard both to the choice of training institutes and to the selection of literature. For each item we considered whether and to what extent a datum was relevant to the purpose of the dossier.

The review of the literature also showed that little attention is given to training for trainers or to training within industry.

In most cases the institutions themselves will forward information about these kinds of training to those who request it. Information on private institutes and the training they provide is often not accessible through the normal sources and is only obtainable on request from the training institutes themselves.

B. BIBLIOGRAPHY

Concept beleidsnotitie Aanpassing lerarenopleidingen aan het tweegradenstelsel.

MOW (Ministerie van Onderwijs en Wetenschappen).

Zoetermeer, MOW (Ministerie van Onderwijs en Wetenschappen), 1985, 14 pp.

ADJUSTMENT; TEACHER TRAINING; EDUCATIONAL SYSTEMS; PLANNING; TRAINING
LEGISLATION; NETHERLANDS.

Report on the adjustment of various types of teacher training courses to the new system. Starting points (rapid implementation; policy context; quality). Scope. Statutory framework. The Colleges of Physical Education. 'Independent' third-grade and second-grade courses at Colleges of Education (both of which train teachers for general secondary education); the NLO institutes (Teacher Training Colleges for Secondary Education) with the exception of the Eindhoven NLO; part-time training courses for teachers of technical subjects (NGOLB-training courses). The Eindhoven NLO; the STOAS (Institutes for the Development of Agricultural Education). Procedures and timepath.

Coonen, H.

De kwaliteit van het opleidingsonderwijs.

In: ID (Tijdschrift voor lerarenopleiders), 6, 1985, 5, pp. 210-213.

TEACHER TRAINING; TRAINING FOR TRAINERS; QUALITY OF TRAINING; CRISIS OF
EDUCATION; NETHERLANDS.

The debate on the quality of teacher training is set against the background of the 'social crisis'. External and internal factors endangering training courses are described.

Institutions' preoccupation with their own situation prevents them from joining forces in tackling problems.

New prospects may in future provide safeguards for the quality of teacher training.

Corporaal, A.H.

Begeleidingsmodellen: een literatuurstudie ten behoeve van de praktische vorming van (aanstaande) onderwijsgevenenden.

Lisse, Swets en Zeitlinger, 1984, VII pp. sep., 220 pp.

TRAINING OF TRAINERS; SUPERVISORY TRAINING; MODELS; EMPLOYEES; WESTERN EUROPE.

ISBN 90.265.0520.5.

Report on a review of the literature on the counselling and supervision of working teachers and the training of teachers undergoing practical training in various countries. Criteria for the selection of literature. Historical developments and current topics relating to the counselling and supervision of professionals in their work situation and in their training. Counselling models.

DEOBOEK documentatie externe opleidingen.

CEDEO (Stichting Centrum voor Documentatie en Voorlichting over Bedrijfsexterne Opleidingen).

's-Gravenhage, CEDEO (Stichting Centrum voor Documentatie en Voorlichting over Bedrijfsexterne Opleidingen), 1986, 8 pp. sepp., coded pp.

IN-PLANT TRAINING; OFF-THE-JOB TRAINING; TRAINING CENTRES; MANUALS; NETHERLANDS.

A loose-leaf publication giving details of private institutes providing off-the-job training coded by training. The addresses of institutes and descriptions of the training courses they offer are given.

Deskundigheidsbevordering van "de" praktijkopleider: 20 jaar cursussen voor praktijkopleiders, leermeesters, instructeurs.

COLO (Centraal Orgaan Landelijke Opleidingsorganen van het Bedrijfsleven). 's-Gravenhage, COLO (Centraal Orgaan Landelijke Opleidingsorganen van het Bedrijfsleven), 1986, 33 pp.

TRAINERS; IN-PLANT TRAINING; ON-THE-JOB TRAINING; TRAINING FOR TRAINERS; NETHERLANDS.

A publication marking the twentieth anniversary of COLO (Centraal Orgaan Landelijke Opleidingsorganen van het Bedrijfsleven - Central Council of National Training Institutes for Trade and Industry, established in 1966). It contains articles on the functions and tasks of the training bodies and on their role in promoting training and professional development. Finally a survey is given of the courses COLO has offered over the past twenty years.

Feddes, A.J., Rijkers-Mikkers, H.T.

Hoe professioneel is de bedrijfsopleider?

Plomp, Tj., Thijssen, J.G.L. (editors): Curriculumontwikkeling voor beroepsonderwijs en bedrijfsopleidingen, Lisse, Swets & Zeitlinger, 1986, pp. 107-116.

IN-PLANT TRAINING; TRAINERS; PROFESSIONALISATION; SURVEYS; NETHERLANDS.

The key issue in this study concerns the extent to which there is a social science dimension within the industrial training profession, and in particular a research dimension. In the framework of this issue questions were asked in some 50 interviews on the importance of the interviewees' own professionalisation, on the need for applied research, and on research actually carried out within industrial training courses.

Groof, H. de.

Emancipatieproject: PDV van het NGOLB over emancipatie: verslag van een enquête, voorjarr 1984.

Ede, NGOLB (Nederlands Genootschap tot Opleiding van Leraren voor het Beroepsonderwijs), 1984, 32 pp., XII pp. sep.

/pedagogisch didactische vorming/.

TRAINERS; WOMEN; TECHNICAL TRAINING; SURVEYS; NETHERLANDS.

Report on an inquiry with regard to the evaluation of the theme of equal opportunities in the framework of a three-year project which was started in January 1984 at the Nederlands Genootschap tot Opleiding van Leraren voor het Beroepsonderwijs (Dutch Association for the Training of Teachers in Vocational Education). Responses to the questionnaire. How representative the inquiry was. Views on equality of opportunity in technical education. Equal opportunities activities. Summary and conclusions.

Handboek opleiders in organisaties.

Kessels, J.W.M., Smit, C.A. (chief eds.).

Deventer, Kluwer Bedrijfswetenschappelijke uitgaven; Van Loghum Slaterus, 1984, Vol. 1: chapter A-F.

MANUALS; ON-THE-JOB TRAINING; TRAINING PERSONNEL; NETHERLANDS.

ISBN 90.k.937.200.I.

An information system for the training profession. arrangement and planning reflect the various tasks and functions in the training profession.

Part 1 discusses: the trainer, the developer, the manager of the training department, and the development of courses and trainers. Descriptions of training systems, practical examples of courses and training schemes, important addresses and lists of trade journals.

Jaarboek 1987. Ledenlijst.

0¹ (Nederlandse Vereniging van Opleidingsfunctionarissen).

Loenen, 0¹ (Nederlandse Vereniging van Opleidingsfunctionarissen), 1986, 158 pp.

TRAINING FOR TRAINERS; ASSOCIATIONS; YEAR BOOKS; NETHERLANDS.

Yearbook of 0¹ (Nederlandse Vereniging van Opleidingsfunctionarissen - Dutch Association of Training Officers) with a survey of Association activities and policy plans. Information on the activities of working groups and international relations, membership list and list of patrons.

Kristensen, D.M., Peters, V.A.M.

Lerarenopleiding agrarisch onderwijs in Nederland: deelverslag 1: stand van zaken.

Vakgroep pedagogiek en didactiek van de Landbouwhogeschool (Wageningen). Wageningen, Vakgroep pedagogiek en didactiek van de Landbouwhogeschool, 1985, X pp. sep. 136 pp.

EDUCATIONAL DEVELOPMENT; AGRICULTURAL TRAINING; TEACHER TRAINING; TRAINING OF TRAINERS; TRAINING MANAGEMENT; NETHERLANDS.

ISBN 90.71234.029.

Report on a review of developments, functions and problems in the training of teachers of Agricultural Science. Descriptions of third, second and first grade courses (College of Education teacher training for general and academic secondary education) (full and part-time courses) and in-service training for teachers, in which the organisational, managerial, staffing and educational aspects of the courses are discussed.

Kusers, A.M. P.

De onderwijsgeevenden.

Kemenade, J.A. van, Lagerweij, N.A.J., etc. (editors), Groningen, Wolters-Noordhoff, 1986, p. 163-239.

/Onderwijs: Bestel en beleid, 1/.

TEACHERS; TRAINERS; EDUCATIONAL REFORM; TEACHER TRAINING; NETHERLANDS.

ISBN 90.01.466881.8.

The position, tasks and training of teachers in the various sectors of education. Developments in the teaching profession as a result of educational reforms; the professional development of teachers and the tasks they perform; differentiation of teachers' tasks at the various levels of education; the development of the various training courses for teachers.

Leerkrachten moeten beter bekend zijn met moderne technologieën.

In: NG nieuws Nederlands Genootschap tot Opleiding van Leraren voor het Beroepsonderwijs, 4, 1985, 4, p. 10.

TRAINING FOR TRAINERS; VOCATIONAL TRAINING; TECHNICAL TRAINING; INFORMATION TECHNOLOGY; COMPUTERS; NETHERLANDS.

During a lecture delivered to teachers of practical and theoretical technology running part-time teacher-training courses within the NGOLB (Nederlands Genootschap tot Opleiding van Leraren voor het Beroepsonderwijs - Dutch Association for the Training of Teachers for Vocational Education) a plea was made for the speeding up of the introduction of computer education into teacher training curricula, in accordance with the model Afdelingswerkplan Mechanische Techniek (Branch Work Plan for Mechanical Technology) developed by SLO (Stichting Leerplanontwikkeling - Institute for Curriculum Development). By familiarising teachers with new technologies, we can reduce the extent to which education lags behind industry.

Lindebouw, H., Peters, J.J.

Didactiek voor opleiders in organisaties.

Deventer, van Loghum Slaterus 1986, 184 pp.

TRAINERS; IN-PLANT TRAINING; ADULT LEARNING; CURRICULUM DEVELOPMENT;
NETHERLANDS.

Guide to the planning, execution and evaluation of courses and lessons through suggestions and indications based on the writers' own research and experience. The book is aimed at prospective, new and experienced trainers working in employing organisations (businesses, government institutions and health care). It also contains much information for teachers in adult education and students training to be teachers in vocational and university education.

Linden, J. van der, Zoest, C. van.

Nascholingscursus volwasseneneducatie vereist samenwerking tussen agogische en lerarenopleiding: een teamgerichte cursus voor leraren van een dag-avondmavo kost niet 40, maar 220 uur.

In: Vorming, 33, 1984, no. 3, p. 29-35.

CONTINUING TRAINING; COURSES; TRAINERS; ADULT EDUCATION; NETHERLANDS.

A brief description of team-orientated courses of in-service training for teachers of adults following lower general secondary education, which were set up jointly by the Stichting Opleiding Leraren (SOL - Institute for Teacher Training for Secondary Education) at Utrecht, and the 'De Horst' College for Social Studies at Driebergen. Recommendations for (closer) co-operation between teacher training and adult education institutes and recommendations and suggestions with regard to the methodology and duration of in-service training.

Meulman, Yvonne.

Innovatieprocessen in bedrijfsopleidingen: literatuurscriptie.

Enschede, TH Twente (Technische Hogeschool), Toegepaste Onderwijskunde, maart 1986, 46 pp., 22 pp. sepp. (app.).

IN-PLANT TRAINING; INNOVATIONS; NETHERLANDS.

This doctoral thesis deals with questions regarding the course of the innovation process and the factors which must be taken into account when courses are reformed. On the basis of the questions a provisional framework is given for the analysis of innovation processes.

Möller, J.M.

Terreinverkenning bedrijfsopleidingen in Nederland.

Enschede, Technische Hogeschool Twente, onderafdeling Toegepaste Onderwijskunde, 1983, 39 pp.

IN-PLANT TRAINING; ON-THE-JOB TRAINING; OFF-THE-JOB TRAINING; TRAINING FOR TRAINERS; NETHERLANDS.

Report on a preliminary study of industrial training in the Netherlands opening up this field for further study and research. Training courses in employing organisations, trainers, and the place of industrial training in education are discussed.

Mulder, M.

Evaluatie eerste jaar: verbeterd derdegraads deeltijd lerarenopleiding voor de technische vakken.

Ede, Nederlands genootschap tot opleiding van leraren voor het beroeps-onderwijs (NGOLB), 1984, 11pp. sep., 52, XXV pp. sep.

PART-TIME COURSES; TECHNICAL TRAINING; VOCATIONAL TRAINERS; TRAINING FOR TRAINERS; EVALUATION; NETHERLANDS.

This report describes the first year (1983-1984) of the reformed third-grade part-time training course for teachers of technical subjects. The reforms are the shortening of the period of study and the individualising of the study route.

Mulder, M., Plomp, Tj.

Beroeps- en functiegerichte educatie en curriculumontwikkeling: een overzicht.

Plomp, Tj., Thijssen, J.G.L. (editors), Curriculumontwikkeling voor beroepsonderwijs en bedrijfsopleidingen, Lisse, Swets & Zeitlinger, 1986, pp. 7-32.

VOCATIONAL TRAINERS; IN-PLANT TRAINERS; VOCATIONAL TRAINING; IN-PLANT TRAINING; CURRICULUM DEVELOPMENT; CURRICULUM DESIGN.

This paper reviews the current situation regarding curriculum development in vocational education and industrial training. A short description is given of both sectors. Major differences and similarities are discussed. Attention is given to curriculum development as an educational problem-solving process, the importance of curriculum perspectives and educational views in both sectors, the levels and stages of curriculum development. For the preliminary inquiry and design stages an outline is given of models from the literature. Finally suggestions for further research and development work are presented.

Nathaus, J.M.C.

Ontwikkelingsprogramma "Wetenswaardigheden".

In: Training & Opleiding, -, 1983, 7, pp. 17-19.

TRAINING PROGRAMMES; TRAINING FOR TRAINERS; PUBLIC SERVANTS; NETHERLANDS.

Description of a training programme in which students receive written material and attend study and application meetings. The target group comprises those who train government officials and are employed in personnel or organisation departments, together with teachers at institutions such as management colleges and police academies who train government officials as part of their work.

NGOLB: vereniging die leraren technische vakken beroepsonderwijs opleidt.

In: NG Nieuws Nederlands Genootschap tot Opleiding van Leraren voor het Beroepsonderwijs, 4, 1985, 5, p. 3.

TRAINING FOR TRAINERS; VOCATIONAL TRAINING; TECHNICAL TRAINING; NETHERLANDS.

The NGOLB (Nederlands Genootschap tot Opleiding van Leraren voor het Beroepsonderwijs - Dutch Association for the Training of Teachers for Vocational Education) is the only body in the Netherlands that trains teachers for lower and intermediate technical education. Both part-time and full-time courses are provided. The NGOLB also provides courses of in-service training, courses for practical instructors in industry and training for consultants in the apprenticeship system and counsellors of slow learners in lower vocational education.

Nolte, Laura.

Interculturele didactiek in de beroepsgerichte volwasseneneducatie:

(Onderzoek naar interculturele didactiek op het centrum voor beroepsoriëntatie en beroepsoefening; een literatuurstudie en veldonderzoek).

Ede, (NGOLB) Nederlands Genootschap tot Opleiding van Leraren voor het Beroepsonderwijs; Intersubfacultaire vakgroep onderwijskunde, 1985, 11 pp. sep., 170 pp.

PEDAGOGICS; CULTURE; TRAINING FOR TRAINERS; RESEARCH REPORTS; NETHERLANDS.

Report on a review of the literature and field research on intercultural educational methods in the framework of the training of practical instructors provided by the NGOLB (Nederlands Genootschap tot Opleiding van Leraren voor het Beroepsonderwijs - Dutch Association for the Training of Teachers for Vocational Education). Intercultural education. The Centre for Occupational Guidance and Practice. Inquiry into intercultural teaching methodology. Establishing aims. Initial situation. Subject matter. Working methods. Teaching aids. Evaluation. Summary of conclusions and recommendations.

Nolte, Laura

Een praktijkopleiding voor praktijkopleiders.

In: Interaktie, 16, 1986, 4, pp. 95-97.

IN-SERVICE TRAINING; TRAINING FOR TRAINERS; TEACHING METHODS; NETHERLANDS.

Description of teaching methods used in OPO (Opleiding voor Praktijkopleiders - Training for Practical Instructors provided by NGOLB (Nederlands Genootschap tot Opleiding van Leraren voor het Beroepsonderwijs - Dutch Association for the Training of Teachers for Vocational Education). This training emphasises learning from experience, with theory having only a supporting function. Much attention is given to the linking of practice and theory, attitudes and skills of the teacher-supervisor.

Onderwijsonderzoek: bouwstenen voor onderwijsbeleid, 1984.

Kloprogge, J.J.J. (chairman).

Ministerie van Onderwijs en Wetenschappen. Coördinatiegroep Onderwijs-
onderzoek.

's-Gravenhage, Staatsuitgeverij, 1985, VII pp. sep., 130 pp.

EDUCATIONAL RESEARCH; MINISTRY OF EDUCATION; EDUCATIONAL DEVELOPMENT;

YEARBOOKS; NETHERLANDS.

ISBN 90.12.04966.0.

Yearly survey of educational research initiated by the Ministry of Education and Science. Information on education projects in the areas of elementary education, special education, secondary education (first and second stage); higher education and teacher training; the relation between education and employment, educational priority policy; equal opportunities; information technology; service industry priority policy; higher education and scientific research.

Opleidings- en nascholingsdidactiek.

Peters, J.J. (editor), Vedder, J. Lowijck, J. etc.

Amsterdam, Elsevier, 1985, X pp. sep., 214 pp.

PEDAGOGICS; TRAINING MANAGEMENT; TRAINING-EMPLOYMENT RELATIONSHIP;

TRAINING FOR TRAINERS; SUPERVISORY TRAINING; NETHERLANDS.

ISBN 90.10.05792.5

Articles on aspects of a teaching system for initial and in-service training for teachers. Building bricks for a training method by J.J. Peters. Theoretical and practical education: teaching and organisational aspects by J. Vedder. Methodology of practical training by J. Lowijck. Counselling of teachers in training and in service by A.H. Corporaal. Teachers with little experience: problems, guidance and supervision by S.A.M. Veenman. Towards a methodology of in-service training by H.H. Tilleman and N. Verloop.

Ori, Henri M.

Preparing training specialists for business, industry and government: a challenge for Toegepaste Onderwijskunde.

TUT (Technische Universiteit Twente), afd. Toegepaste Onderwijskunde.

Enschede, TUT (Technische Universiteit Twente), juni 1986, 13 pp.

TRAINING FOR TRAINERS; PROFESSIONAL WORKERS; LABOUR MARKET; ECONOMIC DEVELOPMENT; INFORMATION TECHNOLOGY; NETHERLANDS.

The present economic situation with expanding industries needs individuals who have been taught to develop transferable functional and specific skills for changing job markets. The Netherlands is in a state of transition as the country moves from a manufacturing-based economy to an information/service-based economy. This transition will require a massive retraining effort to prepare workers for the new jobs that will follow.

It should be observed that a lack of jobs is not necessarily the reason for unemployment. Institutions are generally unprepared to train and retrain employees for the future jobs. This calls for professional aid. The School of Education at the Twente University is preparing new educational professionals for non-school settings. This paper examines the potential of instructional technology and the jobmarket for graduates from Toegepaste Onderwijskunde (Department of Applied Educational Studies). Training is becoming too complex to be left to amateurs (even talented ones). Toegepaste onderwijskunde could become the frontline for delivering specialists and progress in training technology.

Research related to teaching practice.

Schermer, A.K.F., Waarlo, A.J., etc.

Voorbach, J.T., Priek, L.S.M. (editors); Teacher education: an overview of recent research and developments on teacher education in the Netherlands. 's-Gravenhage, Stichting voor onderzoek van het onderwijs; Association for teacher education in Europe, 1985: p. 6-99.

EDUCATIONAL RESEARCH; PRACTICAL EXERCISES; RESEARCH METHOD; NETHERLANDS. ISBN 90.6472052.5.

Study of problems and questions with which teachers and teacher-trainers are faced in the exercise of their duties; research methodology. With articles by: A.K.F. Schermer, A.J. Waarlo, C.S.P. van Dam, M. Lindeboom, N. Plate, D. Constandse, W. Holländer, H.H.L. Boeije, D. Dolle-Willemsen, R. Boschhuizen and J.T. Voorbach.

Teacher education: an overview of recent research and development in teacher education in the Netherlands.

Voorbach, J.T., Prieck, L.G.M. (editors).

Stichting voor onderzoek van het onderwijs; Association for Teacher Education in Europe.

's-Gravenhage, Stichting voor onderzoek van het onderwijs; ATEE (Association for Teacher Education in Europe), 1985, VIII pp. sep. 236 pp.

EDUCATIONAL RESEARCH; PRACTICAL EXERCISES; EDUCATIONAL INNOVATIONS; SOCIAL CHANGE; TRAINING OF TRAINERS; CONFERENCE REPORTS; NETHERLANDS. ISBN 90.6472.052.5.

Collection of papers by participants from the Netherlands in the ninth annual conference of the Association for Teacher Education in Europe (ATEE), which was held from 3 to 6 September 1984 in Linz (Austria). Themes: research into the practice of education (two sub-themes: problems and questions concerning innovation; research methodology); influence on education of current developments in society; research into theoretical and practical problems in the training of teachers. Review of the content of previous ATEE conferences, analysis of the present situation and proposals for future conferences.

Unen, K. van.

Naar een leerlingwezenopleiding voor praktijkopleiders: van vakmanschap naar (leer-) meesterschap.

In: Interaktie, 14, 1985, 9, pp. 202-203.

TRAINING OF TRAINERS; DUAL SYSTEM MODEL; NETHERLANDS.

Description of a development that may produce a training course designed for on-the-job trainers in the apprenticeship system, namely advanced (or tertiary) training under the Apprenticeship Act.

Veenman, S.A.M., Tillema, H.H.

Recente ontwikkelingen in de opleidingen voor onderwijsgeevenden.

In: Tijdschrift voor onderwijswetenschappen, 17, 1986, 1, pp. 293-305.

EDUCATIONAL POLICY; EDUCATIONAL INNOVATION; TEACHER TRAINING; TRAINING OF TRAINERS; NETHERLANDS.

Effects of developments in primary, special and secondary education on the P.A.B.O. (Teacher Training College for Primary Education), NLO (secondary school teacher training), teacher training courses for technical vocational education, MO courses (for the secondary school teacher certificate) and teacher training for special education. Government policy on the development of teacher training, quality and regulation, harmonisation between different types of courses, in-service training, and the STC operation (STC = Expansion, division of responsibilities and concentration). Falling primary and secondary rolls as a result of demographic developments.

Verslag negende plenaire bijeenkomst Onderzoeksgroep/werkgemeenschap opleiding van onderwijsgeevenden, (gehouden op) 23-11-1984 (te Utrecht). Vakgroep onderwijskunde van de Rijksuniversiteit.

Leiden, Vakgroep Onderwijskunde van de Rijksuniversiteit, 1984, 35 pp. TEACHER TRAINING; TRAINING OF TRAINERS; PART-TIME VOCATIONAL SCHOOLS; EDUCATIONAL DEVELOPMENT; CONFERENCE REPORTS; NETHERLANDS.

Report on the ninth plenary meeting of the Teacher Training research and study group on 23-11-1984 at Utrecht. Review of the programme. Developments in the P.A.B.O. (Teacher Training College for Primary Education) and research problems connected with them; introduction by W. Braakhekke. Developments in the new teacher training courses and research problems connected with them; introduction by J.J. Bosman. Developments in part-time courses (MO and NGOLB) and research problems connected with them, by J. Stakenborg and J. Vedder. Review of the debate and conclusions, by H. Tillema and S. Veenman.

Welner, J.A.

Omscholing van volwassenen.

Enschede, TH Twente (Technische Hogeschool), TO (onderafdeling Toegepaste Onderwijskunde, vakgroep instructietechnologie), juni 1985, 32 pp., 14 sepp.

IN-PLANT TRAINING; ON-THE-JOB TRAINING; AIRCRAFT INDUSTRY; NETHERLANDS.

This report describes a preliminary study concerning the retraining of adults at Fokker B.V., aimed at drawing up an inventory of design, content and scope of retraining courses. Description of the existing situation in each company. With a view to helping improve the quality and results of retraining, a study was also made of the wishes of the parties concerned with regard to the retraining of adults. This report will serve as the basis for the planning of a model for adult retraining which will be described in a later report.

C. NAMES AND ADDRESSES OF ORGANISATIONS.

1. Institutes which have a teacher training department.

- 1.1. Private (commercial) training institutes provide external and internal training courses for both profit and non-profit organisations. Teacher training forms part of the range of training provided.

CIMIB B.V. Specialistisch Instituut voor Opleidingsmethodieken en
Personeelsontwikkeling

Vondellaan 47

Postbus 40

3840 AA Harderwijk

Tel. (03410) 12927

GITP Opleidingen

Opleidingen

Wilhelminapark 17

5041 EB TILBURG

Tel. (013) 355825

Stichting Gijswijt Trainingen

Mariaplaats 3

3511 LH UTRECHT

Tel. (030) 316760/318305

Nederlands Centrum voor Advies, Training en Begeleiding (NCATB)

Schiedamseweg 36

Postbus 550

3130 AN VLAARDINGEN

Tel. (010) 348755

Schouten & Nelissen Recovery B.V.
Ruiterstraat 12
5301 ED ZALTBOMMEL
Tel. (04180) 14572/18206

V.T.C. opleidingen
Passage 17-19-21
2042 KS ZANDVOORT
Tel. (2507) 16830

A number of private training institutes are affiliated to VETRON
(Vereniging van Trainings- en Opleidingsinstituten in Nederland -
Association of Training and Education Institutes in the Netherlands)
which monitors the quality of their training programmes.

VETRON
(Secretariat)
Postbus 168
4940 AD RAAMSDONKVEER
Tel. (01621) 12509

1.2. Industry-based training.

An increasing number of businesses of various sizes are providing training and education for their employees. Medium-sized and large businesses often have training machinery of their own. Training officers are employed by the business itself or are recruited from outside. There is great diversity in the backgrounds of these trainers and in the qualifications they are required to possess. Many businesses have their own particular training traditions.

1.3. Government.

ROI (Rijks Opleidingsinstituut)
Schedeldoekshaven 200
Postbus 20011
2500 EA 's-GRAVENHAGE
Tel. (070) 716814 (J. Luchters, liaison officer, training for trainers).

Strictly speaking, the Rijks Opleidingsinstituut (government Training Institute - ROI) falls into the category of industry-based training organisations, but in this case within government. It is a separate department at the Ministry of Home Affairs whose main function is to provide back-up for training provided by central government.

The ROI has three tasks:

- to develop central government training policy;
- to advise on the training policy and activities of departments and agencies;
- to carry out training activities and act as intermediary for the organisation of training activities carried out by third parties.

Publications:

"Wetenswaardigheden voor opleiders" (Information for Trainers), an information file published in co-operation with CIVOB (Centraal Instituut Vorming en Opleiding Bestuursdienst - Central Institute for the Training and Education of Civil Servants) which provides a picture of teaching and learning in employing organisations.

ROI news bulletin

1.4. Correspondence institutions.

Koninklijke PBNA B.V.

Velperbuitensingel 6

Postbus 9053

6800 GS ARNHEM

Tel. (085) 575911

D. Eenkhoorn, training adviser for on-the-job training.

1.5. COLO (Centraal Orgaan van de Landelijke Opleidingsorganen van het bedrijfsleven)

Riouwstraat 39
2585 GR 's-GRAVENHAGE
Tel. (070) 634627

COLO exists to support and help develop activities in the apprenticeship system. This includes organising and conducting courses for vocational training in general, of which the professional development of on-the-job trainers is a recent example.

2. Regular training courses provided by institutes whose main function is training teachers and trainers.

NGOLB (Nederlands Genootschap tot Opleiding van Leraren voor het Beroepsonderwijs) - Centraal Bureau
Diedenweg 94
Postbus 355
6710 BJ EDE
Tel. (08380) 33117

The institute provides training courses for teachers in vocational education.

Offered are:

- day and part-time courses for the training of technical teachers and for special courses;
- training for on-the-job trainers;
- in-service training for consultants within the apprenticeship system.

Qualifications:

Theoretical and/or practical subjects in lower and intermediate vocational training 3rd grade, 2nd grade/industrial training officer.

Publications:

NG Nieuws (N.G. News) (6 times per year).

3. Professional associations and support organisations

Stichting CEDEO (Centrum voor Documentatie en Voorlichting over
Bedrijfsexterne Opleidingen) - (Documentation and Information on
External Courses)

Jan van Nassaustraart 74

Postbus 96804

2509 JE 's-GRAVENHAGE

Tel. (070) 244068

I.C.O.T. (Vereniging voor Opleiders in Arbeidsorganisaties) -
(Association of In-Company Trainers)

Secretariaat

Wassenaarseweg 39-41

2596 CG 's-GRAVENHAGE

Tel. (070) 264081

Landelijke Vereniging Praktijkopleiders - (National Association of
Practical Instructors)

Secretariaat

Diedenweg 94

6717 KV EDE

Tel. (08380) 33117

Journal:

De Praktijkopleider (The On-the-job Trainer) (4 times per year)

O⁴ (Nederlandse Vereniging van Opleidingsfunctionarissen) -
(Netherlands Association of Training Officers)

Secretariaat

Dalenk 7a

7371 DE LOENEN (Gld.)

Tel. (05765) 1733

36

Journal:

Deskunde (Expertise) (6 times per year)

D. Training schemes. Examples

1.

TRAINING: Training for subject teachers.

INSTITUTION: VTC

TARGET GROUP: Employees who, as a team, are to provide technical courses as the main or sub-task within their job.
Entry requirements: sufficient technical knowledge.

AIM:

- to acquaint participants with
 - the planning of a lesson
 - teaching methods
 - teaching aids.
- to give participants and understanding of
 - the learning process
 - attitudes of trainees
 - the function of the lesson plan.
- to give participants the opportunity to acquire skills in
 - compiling and using a lesson plan
 - dealing with trainees
 - responding appropriately to various situations.

STRUCTURE & WORKING METHODS: Structure of 3 stages, in which the lesson plan and teaching methods (theory), application of theory to the practical situation, and implementation and evaluation of the lesson plan are covered.
Experiential learning methods are used.

2.

- TRAINING 1: Teacher training.
- INSTITUTION: Koninklijke PBNA B.V.
Institution recognised under the 'Recognition of Correspondence Course Institutions Act'.
- TARGET GROUP: Employees who provide internal training irrespective of the occupational field.
- AIM: To pass on practical knowledge and experience on the basis of methodological understanding and skills.
- STRUCTURE & WORKING METHOD: The study of general topics from training methodology is alternated with skill and teaching exercises. The exercises are reviewed with the trainer on the basis of observations and video recordings.
-
- TRAINING 2: Teaching methods.
- TARGET GROUP: People with teaching experience and knowledge of training methodology; defining and evaluating learning objectives (relation with teacher training).
- AIMS:
- to acquire an understanding of the characteristics and application of the various training methods
 - to acquire skills in using some of the working methods.
- STRUCTURE & WORKING METHOD: Brief introductions are alternated with exercises using several working methods. The exercises are reviewed with the trainer on the basis of video recordings.

3.

TRAINING:	BOL (Foundation Course on Teaching and Learning).
INSTITUTION:	ROI (Rijks Overheidsinstituut - Central Government Institute).
TARGET GROUP:	Trainers with little experience and training officers who have not already followed a foundation course.
AIM:	- knowledge and understanding of teaching and learning processes in employing organisations - knowledge of central government training policy and its implementation - skill in determining the need for and the development, implementation and transfer of a simple training activity - understanding of training in the job situation, and effective action in that situation.
STRUCTURE & WORKING METHOD:	Structure of 8 blocks, in which theory is taught and developed in intensive meetings. On the basis of the participant's own job situation an individual learning route is drawn up during the course.

4.

TRAINING: Training of on-the-job trainers (OPO).
INSTITUTION: NGOLB (Nederland Genootschap tot Opleiding van
Leraren voor het Beroepsonderwijs - Dutch
Association for the Training of Teachers for
Vocational Education).
TARGET GROUP: Regular training courses, anyone who is employed
by a business or institution as an on-the-job
supervisor, tutor, master or instructor.
AIM: - the trainer is able to discharge his/her duty
better
- the trainer is enabled to establish the best
possible training and supervision conditions,
especially for the young people in the
employing organisation.
STRUCTURE & WORKING METHOD: Structure with 5 blocks, presented through study
packets . The study packets are treated 1 per
fortnight during evening classes.
EVALUATION: Credit points; no final exam.

"TRAINING OF TRAINERS"

The new publications listed overleaf, consisting of a synthesis report and eight Member State monographs, represent the end of the first stage of CEDEFOP's work on this theme.

The importance of pre-service and in-service training of trainers has been emphasized in many of CEDEFOP's reports, and in July, 1981, the Management Board decided to launch a study on the vocational situation and the improvement of the qualifications and skills of teachers and trainers. The national reports were written in 1982 and the synthesis in late 1982 and early 1983.

In approaching the topic, it was found that it was impossible to consider the training of trainers without consideration of a series of other factors relating to their conditions of employment, such as where and for whom they worked, their career patterns, possibilities for mobility, age etc. The making available of training, particularly in-service training, and the take up of such opportunities is heavily influenced by such factors.

Three broad groups of trainers were identified, i.e. those who train within companies, those who train within training organizations, and those who provide (mainly theoretical) vocational education, usually in institutions of the education system. The national reports look at the existing situation in relation to career patterns, mobility in and between these groups, as well as the provision of in-service and pre-service training.

It was decided at an early stage to concentrate on the training of trainers of young people. This was necessary partly because of the very diffuse nature of vocational training systems for adults, and therefore of the structures for employing, and providing training for, the trainers of adults. Basically, therefore, the trainers covered in these reports are those who spend most of their time training young people in the 15-25 age group.

The synthesis report concludes that in order that vocational training systems respond to the challenges which face them

- the technological skills of trainers (i.e. their mastery of the subject matter) have to be developed, updated and possibly redirected.
- new teaching methods have to be adopted which promote the independence, mobility and adaptability of young people in a changing and uncertain employment situation, and which provide training in transferable key skills.
- in order to ease the preparation of young people for employment, trainers, themselves, need to be better acquainted with conditions of work, and with production, organization and management methods used in firms.
- trainers will have to develop their psychological and social awareness in relation to young people in difficulty and become more aware of the development of social behaviour which alters the shape of training provision for young people.

On this basis, the following priorities emerge:

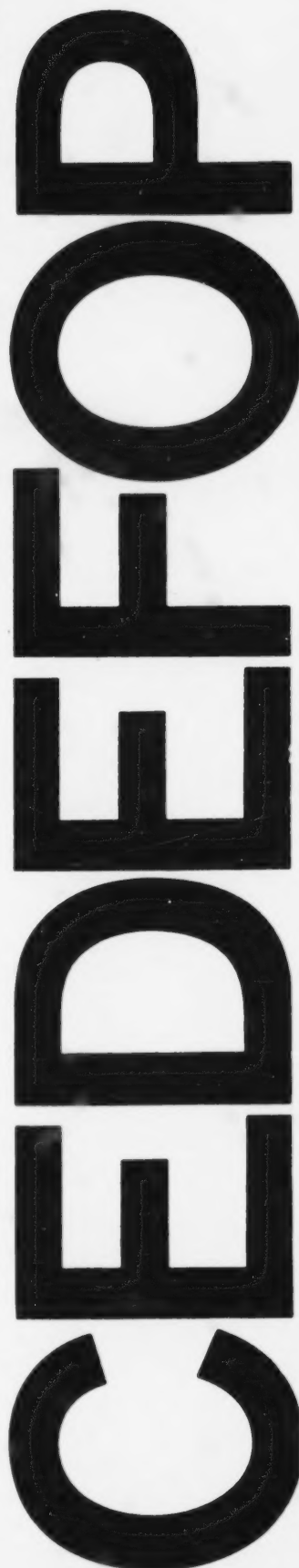
- for teachers of theoretical technical subjects: extensive in-company experience;
- for teachers or instructors of practical subjects, a higher level of technological training;
- for in-firm trainers, more widespread pedagogical training.

For initial training the objective should, therefore, be to diversify training modes or channels, whether formal or informal. This implies systems for equating and awarding credits for studies and professional experience in firms, and educational or social institutions.

The analysis, demographic and statutory, of trainers does, however, confirm the view that priority must be given to the continuing training of practising trainers. This may eventually lead to the transfer of budgetary appropriations from initial to continuing training.

The studies are published in hardback form.

New Publication



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Europäisches Zentrum für die Förderung der Berufsbildung
European Centre for the Development of Vocational Training
Centre européen pour le développement de la formation professionnelle
Ευρωπαϊκό Κέντρο για την Ανάπτυξη της Επαγγελματικής Κατάρτισης
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☐ VOCATIONAL TRAINING PERSONNEL IN BELGIUM: SITUATION, TRAINING AND PROSPECTS

Ernst Carlier

Languages: EN, FR

EN ISBN 92-825-3797-8 1983, 102 pp.

FR ISBN 92-825-3798-6 1983, 65 pp.

Price: ECU 4, BFR 185, FF 28, UKL 2.40, IRL 3, USD 4

☐ VOCATIONAL TRAINING STAFF IN DENMARK

Elsie Koefoed

Languages: EN, FR

EN ISBN 92-825-3804-4 1983, 73 pp.

FR ISBN 92-825-3805-2 1983, 102 pp.

Price: ECU 4, BFR 185, FF 28, UKL 2.40, IRL 3, USD 4

☐ TRAINERS AND TEACHERS IN VOCATIONAL TRAINING IN THE FEDERAL REPUBLIC OF GERMANY

Beate Kraus, Marlies Krebstakies

Languages: EN, FR, DE

EN ISBN 92-825-3814-1 1983, 88 pp.

FR ISBN 92-825-3815-X 1983, 108 pp.

DE ISBN 92-825-3813-3 1983, 94 pp.

Price: ECU 4, BFR 185, DM 9.50, FF 28, UKL 2.40, IRL 3, USD 4

☐ TEACHING PERSONNEL IN INITIAL VOCATIONAL TRAINING IN FRANCE (CONDITIONS OF SERVICE, QUALIFICATIONS, TRAINING TRACKS)

A. Cogblin, A. Quincy

Languages: EN, FR

EN ISBN 92-825-3802-8 1983, 114 pp.

FR ISBN 92-825-3803-6 1983, 83 pp.

Price: ECU 4, BFR 185, FF 28, UKL 2.40, IRL 3, USD 4

☐ THE VOCATIONAL TRAINERS OF YOUNG PEOPLE IN IRELAND

Sue Leigh Doyle, Brenda McGinnis

Languages: EN, FR

EN ISBN 92-825-3809-5 1983, 79 pp.

FR ISBN 92-825-3810-9 1983, 88 pp.

Price: ECU 4, BFR 185, FF 28, UKL 2.40, IRL 3, USD 4

The European Centre for the Development of Vocational Training (CEDEFOP) was established in 1975 by Decision of the Council of the European Communities. CEDEFOP enjoys full autonomy but cooperates closely with the services of the EC Commission.

Tasks
Assisting the EC Commission in the promotion and development of vocational training and continuing education at Community level.

Compiling documentation on recent developments and research activities in relevant fields.

Contributing to the further development and co-ordination of research in these fields.

Fostering and disseminating information and experience.

Compiling information and documentation

Organization
The Management Board, comprising government, employer and trade union representatives from each of the Member States, together with three representatives of the EC Commission, establishes the Work Programme. A Director and two Deputy Directors bear the legal responsibility for the Centre and are in charge of the day-to-day business. The Centre has a staff of 41 drawn from all Member States. The Centre is financed by the Commission of the European Communities.

Project Themes
Comparison of vocational training systems
Youth unemployment
Equal opportunities
Migrant workers
Training of trainers
Technological development

Activities
Organization of meetings, seminar and conferences.
Assignment of research studies and coordination of pilot projects.
Publication of research reports, studies, documentation and bibliographies.
Publication of two periodicals (Vocational Training Bulletin, CEDEFOP news).

☐ VOCATIONAL TRAINING STAFF IN ITALY: CURRENT SITUATION AND FUTURE TRENDS

Nadio Delai, Arnaldo Ferrari

Languages: EN, FR, IT

EN ISBN 92-825-3799-4 1983, 76 pp.

FR ISBN 92-825-3807-1 1983, 88 pp.

IT ISBN 92-825-3801-X 1983, 73 pp.

Price: ECU 4, BFR 185, FF 28, UKL 2.40, IRL 3, LIT 5.500, USD 4

☐ TEACHING STAFF IN DUTCH VOCATIONAL EDUCATION

Dr. Hans M. C. Schellekens

Languages: EN, FR, NL

EN ISBN 92-825-3806-0 1983, 76 pp.

FR ISBN 92-825-3807-9 1983, 80 pp.

NL ISBN 92-825-3808-7 1983, 76 pp.

Price: ECU 4, BFR 185, FF 28, HFL 10.50, UKL 2.40, IRL 3, USD 4

☐ THE VOCATIONAL TRAINER OF YOUNG PEOPLE IN THE UNITED KINGDOM

Michael J. Kelly

Languages: EN, FR

EN ISBN 92-825-3811-7 1983, 76 pp.

FR ISBN 92-825-3812-5 1983, 104 pp.

Price: ECU 4, BFR 185, FF 28, UKL 2.40, IRL 3, USD 4

☐ PROFESSIONAL SITUATION AND TRAINING OF TRAINERS IN THE MEMBER STATES OF THE EUROPEAN COMMUNITIES — SYNTHESIS REPORT —

Benoit Thery

Languages: EN, FR, DE

EN ISBN 92-825-3843-5 1984, 177 pp.

FR ISBN 92-825-3844-3 1984, 169 pp.

DE ISBN 92-825-3842-7 1984, 174 pp.

Price: ECU 4, BFR 195, DM 9.50, FF 28, UKL 2.40, IRL 3, USD 4

EN

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The European Centre for the Development of Vocational Training (CEDEFOP) was established by Regulation of the Council of the European Communities in February, 1975, as a result of the Social Action Programme launched by the Communities in 1974.

It is governed by a Management Board composed of three representatives of the Commission of the European Communities and three representatives from each of the twelve Member States of the European Community, of whom one is a representative of the trade unions, another of employers' organizations and a third of governments.

CEDEFOP's objective is to assist the development of vocational training policy in the Communities, by supplying technical and scientific advice and information to both the Community Institutions, particularly the Commission, and authorities and organizations in the Member States. Its instruments are the organization of seminars and conferences, the collection and dissemination of information, and the publication of specific reports and periodicals. CEDEFOP publishes three periodicals. "CEDEFOP news" is published four times each year in English, French, German, Italian and Dutch. It is available free of charge on request and contains brief information items concerning activities in the field of vocational training at Community level and in the Member States. It also provides information on CEDEFOP's own activities.

CEDEFOP's Bulletin on "Vocational Training" is published three times a year in all of the Community languages. Usually it deals in depth with a particular theme. It is available on subscription.

"CEDEFOP flash" presents brief reports on the results of CEDEFOP's most recent activities. It is issued about ten times a year in three languages (English, French, German) and is available on request from CEDEFOP.

CEDEFOP also publishes and distributes through the Office for Official Publications of the European Communities and its sales offices in its Member States the results of the studies and conferences it organizes. A full list of these publications, information concerning subscriptions to "Vocational Training", copies of CEDEFOP news, the Annual Report and a brochure concerning CEDEFOP can all be obtained on request by writing to:

European Centre for the Development of Vocational Training (CEDEFOP)

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Telex: 184163 eucen d

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In addition to providing information on specific vocational training issues or on the systems of vocational training through its own publications, CEDEFOP through its library and documentation services provides additional information concerning vocational training activities at Community level and in the Member States. About 250 periodicals in the field of vocational training can be consulted in its library as can about 8,000 books, as well as files relating to vocational training institutions and specific vocational training themes. The key instrument for tracing material is the bank of indexed and catalogued references to the most significant books and articles on vocational training published by the Member States and national organizations. This consists of some 25,000 references to works, only some of which are actually held by CEDEFOP. Computerization of the catalogues is in process with a view to eventually providing an on-line service with the assistance of a data-bank host organization to those interested.

This work has been made possible by the preparation and publication of CEDEFOP's Thesaurus on "Vocational Training". It has been published by CEDEFOP in four languages (English, French, German and Italian), while a Portuguese version is also available and Spanish and Greek versions are being prepared. In the preparation of the Thesaurus, and in many other aspects of its documentation work, CEDEFOP cooperates closely with both the central and national units of EURYDICE, the European Community's education information network.

To help it carry out these tasks, CEDEFOP has established a documentary information network consisting of one institution in each Member State. These institutions provide indexations and abstracts of the most important publications and journal articles in the field of vocational training in their country, make contributions to bibliographies and documentary dossiers on particular subjects and provide answers to questions raised by policy makers, researchers and practitioners, channelled through CEDEFOP or other members of the network. At present, the following institutions are members of the network:

ONEM (Office national de l'emploi) CIDOC (Centre intercommunautaire de documentation pour la formation professionnelle) Bd de l'Empereur 11 B - 1000 Bruxelles	M. Jean-Pierre Grandjean
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The Commission's unit of EURYDICE, the International Labour Office's Training Branch and Library and the International Centre for Advanced Technical and Vocational Training in Turin work closely with the network and are invited to its meetings.

This volume is the result of the work of the documentation network. Further information on it can be obtained from the addresses above or from CEDEFOP, where Ms. Martina Ni Cheallaigh, Ms. Letizia Weiss, Ms. Gabriella Triches and Mr. Michael Adams are responsible for this work, under the direction of Dr. Corrado Politi, Deputy Director.

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La Politique du CEDEFOP en matière d'information et de publications

Le Centre européen pour le développement de la formation professionnelle (CEDEFOP) institué en février 1975 en vertu d'un Règlement du Conseil des Communautés européennes, constitue une émanation du Programme d'action sociale lancé par les Communautés en 1974.

Il est dirigé par un Conseil d'administration composé de trois représentants de la Commission des Communautés européennes et de trois représentants pour chacun des douze Etats membres des Communautés européennes, l'un représentant les syndicats, le second les organisations d'employeurs et le troisième le gouvernement.

Le CEDEFOP a pour objectif d'apporter son concours au développement de la politique de formation professionnelle dans la Communauté en fournissant des conseils et des informations techniques et scientifiques aux institutions communautaires, notamment à la Commission, et aux instances et organismes des Etats membres. L'organisation de séminaires et de conférences, la collecte et la diffusion d'informations et la publication de rapports et de publications périodiques spécifiques constituent ses moyens d'action.

Le CEDEFOP publie trois périodiques. "CEDEFOP news" paraît quatre fois par an en allemand, anglais, français, italien et néerlandais. Il peut être obtenu gratuitement sur demande, il contient de brefs articles d'information sur les activités dans le domaine de la formation professionnelle au niveau de la Communauté et des Etats membres. Il renseigne également sur les activités du CEDEFOP.

Le bulletin du CEDEFOP "Formation professionnelle" est publié trois fois par an dans toutes les langues de la Communauté. Généralement, il traite à fond d'un thème spécifique. La diffusion se fait par abonnement.

"CEDEFOP flash", qui paraît environ 10 fois par an en trois langues (allemand, anglais et français), présente de brefs rapports sur les activités les plus récentes du CEDEFOP. Il peut être obtenu sur demande auprès du CEDEFOP.

Le CEDEFOP diffuse également les résultats des études qu'il réalise sur les thèmes précités, par l'intermédiaire de l'Office des publications officielles des Communautés européennes et de ses points de vente dans les Etats membres. On peut obtenir une liste complète de ces publications, des informations concernant l'abonnement à "Formation professionnelle", des numéros de CEDEFOP news, le Rapport annuel et une brochure sur le CEDEFOP en les demandant par écrit au

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Outre les informations sur des thèmes spécifiques de la formation professionnelle ou sur les systèmes de formation professionnelle qu'il fournit par ses propres publications, le CEDEFOP essaie, grâce à ses services de bibliothèque et de documentation, d'apporter des informations complémentaires sur les activités de formation professionnelle au niveau de la Communauté et des Etats membres. On peut consulter dans sa bibliothèque près de 250 périodiques sur la formation professionnelle, environ 8000 livres, ainsi que des dossiers relatifs à des thèmes spécifiques et aux organismes de formation professionnelle. L'instrument-clé ouvrant l'accès à cette documentation est une banque de références indexées et cataloguées, se rapportant aux livres et articles les plus significatifs publiés en la matière par les Etats membres et les organismes nationaux. Cette banque comprend quelque 25000 références à des ouvrages dont certains seulement se trouvent effectivement au CEDEFOP. L'informatisation, en cours, des catalogues doit permettre à long terme d'offrir aux intéressés un service en ligne avec l'assistance d'un serveur. Ce travail a été possible grâce à la préparation et à la publication du thesaurus du CEDEFOP sur la formation professionnelle, en quatre langues (allemand, anglais, français et italien). Une version portugaise est également disponible, et des versions grecque et espagnole sont en chantier. Tant dans la préparation du thesaurus que sur de nombreux autres aspects de son travail de documentation, le CEDEFOP coopère étroitement avec les unités nationales et l'unité centrale d'EURYDICE, le réseau d'information sur l'éducation de la Communauté européenne.

Pour l'aider dans l'exécution de ces tâches, le CEDEFOP a mis en place un réseau de coopération documentaire qui compte un organisme par Etat membre. Ces organismes fournissent des indexations, des abrégés, des publications et des articles de journaux les plus importants sur la formation professionnelle dans le pays concerné; ils apportent des contributions aux bibliographies et aux dossiers documentaires sur des thèmes spécifiques et répondent aux questions posées par des chercheurs, des praticiens et des responsables de la formation professionnelle, et reçues par le CEDEFOP ou par d'autres membres du réseau.

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L'unité EURYDICE de la Commission, la section formation et la bibliothèque du BIT ainsi que le Centre international de Perfectionnement Professionnel et Technique de Turin coopèrent étroitement avec le réseau et sont invités à ses réunions.

Le présent volume constitue le résultat des travaux du réseau de coopération documentaire. Des renseignements complémentaires peuvent être obtenus aux adresses citées ci-dessus ou auprès du CEDEFOP où Mme Martina Ni Cheallaigh, Mme Letizia Weiss, Mme Gabriella Triches et M. Michael Adams sont responsables de ces travaux sous la conduite de M. Corrado Politi, Directeur adjoint.

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CEDEFOPs Informations- und Veröffentlichungspolitik

Das Europäische Zentrum für die Förderung der Berufsbildung (CEDEFOP) wurde im Februar 1975 durch Verordnung des Rates der Europäischen Gemeinschaft im Rahmen des 1974 vorgelegten Sozialpolitischen Aktionsprogramms der EG errichtet.

Das Zentrum wird von einem Verwaltungsrat verwaltet, gebildet aus drei Vertretern der EG-Kommission und drei Vertretern jedes der zwölf Mitgliedsstaaten der Europäischen Gemeinschaft, von denen jeweils einer die Arbeitnehmerorganisationen, die Arbeitgeberverbände und die Regierungsseite vertritt.

CEDEFOP hat die Aufgabe, durch wissenschaftliche und technische Beratung und Information sowohl der Gemeinschaftsinstitutionen, insbesondere der Kommission, als auch der Behörden und Organisationen in den Mitgliedstaaten die Berufsbildungspolitik auf Gemeinschaftsebene zu fördern und weiterzuentwickeln. Zu diesem Zweck führt das Zentrum Konferenzen und Seminare durch, sammelt und verbreitet zweckdienliche Informationen und veröffentlicht Einzelberichte und Periodika.

CEDEFOP gibt drei Periodika heraus. Das Nachrichtenblatt "CEDEFOP news" erscheint zur Zeit viermal jährlich in Deutsch, Englisch, Französisch, Italienisch und Niederländisch und ist auf Anfrage kostenlos erhältlich. Es enthält Kurzinformationen über Arbeiten und Initiativen im Bereich der Berufsbildung auf Gemeinschaftsebene und in den Mitgliedstaaten sowie Informationen über die Tätigkeit des Zentrums selbst.

CEDEFOPs Zeitschrift "Berufsbildung" erscheint gegenwärtig dreimal jährlich in allen Gemeinschaftssprachen. Jedes Heft ist im allgemeinen einem bestimmten Thema gewidmet. Die Zeitschrift kann im Abonnement bezogen werden.

Außerdem gibt CEDEFOP eine Schnellinformation über die jüngsten Ergebnisse seiner Arbeit heraus, "CEDEFOP flash", die etwa 10mal jährlich auf deutsch, englisch und französisch erscheint und auf Anforderung erhältlich ist.

Über das Amt für amtliche Veröffentlichungen der Europäischen Gemeinschaften und dessen Vertriebsstellen in den Mitgliedstaaten veröffentlicht das Zentrum ferner die Ergebnisse der Untersuchungen und Veranstaltungen. Eine vollständige Liste dieser Veröffentlichungen, Informationen über die Abonnieur der Zeitschrift "Berufsbildung", Exemplare von "CEDEFOP news" sowie der Jahresberichte und eine Broschüre über das Zentrum sind auf schriftliche Anfrage erhältlich bei:

Europäisches Zentrum für die Förderung der Berufsbildung (CEDEFOP)

**Bundesallee 22
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Telex: 184 16 eucen d
Telefax: 030 884 12222**

Neben der Bereitstellung von Informationen über bestimmte Themen der Berufsbildung oder über die Berufsbildungssysteme in Form eigener Veröffentlichungen bemüht sich das Zentrum, durch seine Bibliotheks- und Dokumentationsdienste zusätzliche Informationen über die Aktivitäten im Bereich der Berufsbildung auf Gemeinschaftsebene und in den Mitgliedstaaten zu liefern. In seiner Bibliothek können etwa 250 Fachzeitschriften über Berufsbildung, rund 8000 Bände Fachliteratur sowie Dokumentationen über Berufsbildungsinstitutionen und besondere -themen eingesehen werden. Eine wesentliche Zugangshilfe zu Informationen bildet die Bank der katalogisierten bibliographischen Referenzen der wichtigsten von den Mitgliedstaaten und internationalen Organisationen veröffentlichten Bücher und Artikel über Berufsbildung. Sie enthält rund 25 000 Nachweise von Werken, die nur zum kleineren Teil am CEDEFOP verfügbar sind. Gegenwärtig werden die Kataloge auf EDV umgestellt, um schließlich eine on-line-Abfrage über eine Datenbank-Host-Organisation für Interessenten zu ermöglichen. Dafür wurde der CEDEFOP-"Thesaurus Berufsbildung" geschaffen und veröffentlicht, und zwar in zunächst vier Sprachen (Englisch, Französisch, Deutsch und Italienisch); daneben steht eine portugiesische Fassung zur Verfügung; eine spanische und griechische Fassung ist in Vorbereitung.

In Zusammenhang mit dem Thesaurus und vielen anderen Aufgaben im Dokumentationsbereich arbeitet CEDEFOP eng zusammen mit der zentralen Einheit und den nationalen Einheiten von EURYDICE, dem Bildungsinformationsnetz in der Europäischen Gemeinschaft.

Um darin unterstützt zu werden, hat das CEDEFOP ein Netzwerk von Dokumentationsdiensten aufgebaut, das je eine Partnerinstitution in den Mitgliedstaaten umfaßt. Diese Institutionen liefern bibliographische Referenzen und Abstrakte der wichtigsten Veröffentlichungen und Zeitschriftenartikel auf dem Gebiet der Berufsbildung in ihrem Land sowie Bibliographien und dokumentarische Dossiers über bestimmte Themen und beantworten Anfragen aus Politik, Wissenschaft und Praxis, die an das CEDEFOP oder an einzelne Mitglieder des Netzwerks gerichtet werden.

Gegenwärtig sind folgende Institutionen Mitglieder des Netzwerks:

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Die EURYDICE-Abteilung der Kommission, die Abteilung Ausbildungspolitik und Bibliothek des Internationalen Arbeitsamtes und das Internationale Zentrum für fachliche und berufliche Fortbildung in Turin arbeiten eng mit dem Netzwerk zusammen und werden zu dessen Tagungen eingeladen.

Die vorliegende Dokumentation ist das Ergebnis der Tätigkeit des Dokumentationsnetzwerks. Weitere Informationen darüber sind bei den obigen Adressen oder beim CEDEFOP erhältlich, in dem Frau Martina Ni Cheallaigh, Frau Letizia Weiss, Frau Gabrielle Triches und Herr Michael Adams unter der Leitung des stellvertretenden Direktors Dr. Corrado Politi für diese Tätigkeit zuständig sind.

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